Wilcox Elementary School
Academic Plan School Year 2020-21

Developing a collaborative Academic Plan framed by the HIDOE Learning Organization is the foundation for a forward focused Academic Plan. An effective Academic Plan utilizes existing school resources to improve and/or introduce new ideas that accelerate the school community’s knowledge about ending achievement gaps and providing equitable services for all students. A forward focused Academic Plan clearly describes a school’s Theory of Action that incorporates the following: 1) analyzing data to explain achievement gaps; 2) incorporating measurable outcomes that inform a school how to close the achievement gap; and, 3) applying contextual and community measurements and assessments.

Starting from a comprehensive needs assessment, schools design measurable outcomes from the study of organizational, instructional, and student support systems. The measurable outcomes are implemented and improved through Plan, Do, Check, Act (PDCA) cycles, and systemized by leading indicators.

HIDOE Learning Organization

**Pipeline of Emerging Ideas:** To prepare for emerging trends, advancements and changes that impact education, ideas are tried and vetted by our schools and teams, some will advance to support the core.
- The Pipeline of Emerging Ideas is linked to the HIDOE 2020-30 Strategic Plan (Section 5).

**Innovation in Support of the Core:** New strategies and systems for delivering teaching and learning.
- The Academic Plan incorporates School Design and Student Voice for Innovation in Support of the Core (Sections 2 through 4).

**Teaching & Learning Core:** Focus: equity and excellence in core curriculum and supports
- The Academic Plan is structured by the HIDOE Learning Organization, and it is founded on the Teaching & Learning Core (Section 1).
Teaching & Learning Core: Equity and Excellence

In order to address equity, list the targeted subgroup(s) and their identified needs. Specify enabling activities to address the identified subgroup(s) and their needs.

<table>
<thead>
<tr>
<th>Achievement Gaps</th>
<th>Theory of Action</th>
<th>Enabling Activities</th>
</tr>
</thead>
</table>
| **Student Proficiency**<br>Our overall 2018-19 Strive HI proficiency based on Smarter Balanced Assessments (SBA) and the Hawaii State Assessment (HSA) are as follows:  
- ELA - 54%
- Math - 48%
- Science - 46% | If administration provides resources, professional development, and time during planning days and data teams to collaborate and plan rigorous instruction to meet student needs in the core content standards, then teachers will develop and use engaging lessons, resources, and quality assessment aligned to core content standards, and students will engage in and complete rigorous tiered learning activities aligned to the core content standards, resulting in an increase in student achievement. | **EA 1 - Standards-based Instruction**<br>Students will be provided with rigorous, standards-based instruction utilizing a variety of curriculum and resources to meet their individual needs and support success in meeting the core content standards. |
| **High Needs Students Achievement Gaps**<br>The high needs subgroup includes students who are Low Socio Economic Status, English Language Learners, and students who receive Special Education Services. Our 2018-19 High Needs Achievement Gaps are as follows:  
- ELA - 29 pts.
- Math - 25 pts.
- Science - 32 pts. (LDS) | If administration provides job embedded PD/support to improve rigorous standards-based teaching and learning to address identified areas and needs, then teachers will utilize data to provide students access to the curriculum through differentiation strategies, supports, and interventions, and student achievement in the core content areas will increase. | **EA 2 - Academic Rigor**<br>Teachers will make informed decisions on the use of various strategies, differentiation resources and supports to provide all students access to the core content standards. |
| **Low SES - Students of low socio economic status currently make up 51% of our student population. As in prior years, 2018-19 data indicates fewer low SES students demonstrated proficiency than students who are not Low SES.** | If administration provides time for teacher articulation regarding teaching and grading the GLOs, then teachers will develop consistent methods for teaching and measuring the GLO indicators within GL clusters, and students will demonstrate understanding and competency of the GLOs. | **EA 3 - General Learner Outcomes**<br>Students will receive instruction, opportunities for practice, and feedback to develop their understanding and competency of the General Learner Outcomes (GLOs). |
|  
- ELA:  
  - Non-Low SES - 67%
  - Low SES - 41% - (26 pt. gap)  
- Math:  
  - Non-Low SES - 59%
  - Low SES - 34% - (25 pt. gap)  
- Science:  
  - Non-Low SES - 56%
  - Low SES - 35% - (21 pt. gap)  
**ELL - English Language Learner students** | If administration provides opportunities to develop a common definition and strategies to incorporate voice, choice, and agency in the classroom and school, then admin/teachers will provide opportunities for students to practice voice, choice, and agency in the classroom and school, and students will express their voice, utilize choice, and exercise agency through a variety of classroom/school activities and discussions. | **EA 4 - Student Voice, Choice, and Agency**<br>Students will be provided multiple opportunities to express their voice, utilize choice, and exercise agency through a variety of classroom/school activities and discussions. |
|  
- If administration, Academic Coaches, and GLCs provide all teachers with PD, training, mentoring, and support as | If administration, Academic Coaches, and GLCs provide all teachers with PD, training, mentoring, and support as | **EA 5 - Teacher Growth and Development** |
|  
- **Section 1:** EQUITY AND EXCELLENCE |  
- **Theory of Action** |  
- **Enabling Activities** |
<table>
<thead>
<tr>
<th>Initiative 1: TO KNOW</th>
<th>Initiative 2: TO GROW</th>
<th>Initiative 3: TO CARE</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA - 26% (8 proficient)</td>
<td>Math - 31% (11 proficient)</td>
<td>Science - 14% (2 proficient)</td>
</tr>
<tr>
<td>SpEd (IDEA) - Students receiving special education services currently make up 10% of our student population. A few SpEd (IDEA) students demonstrated proficiency on the 2018-19 state assessments.</td>
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<tr>
<td>EA 6 - Social Emotional Learning</td>
<td>Students will be provided with multiple opportunities to learn, practice, and develop their application of the social emotional competencies (self-awareness, self-management, responsible decision-making, relationship skills, and social awareness).</td>
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<tr>
<td>If leadership continues to integrate components of the HA framework into our Hawaiian Values and PBIS initiatives, and provides the Choose Love curriculum, teachers will imbed a variety of SEL strategies in their classroom lessons/activities and will implement the Choose Love curriculum, and students will develop the skills needed to demonstrate the social and emotional competencies in all environments.</td>
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<tr>
<td>If leadership provides differentiated PD on classroom management strategies (e.g. Skills of Independence), teachers will continue to develop a clear, transparent system of support for students with behavioral needs, and students will demonstrate appropriate positive behaviors.</td>
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<tr>
<td>Teachers will receive professional development, training, and support.</td>
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<tr>
<td>A variety of effective classroom management strategies will be implemented to provide an optimum learning environment for students.</td>
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Innovation in Support of the Core: School Design and Student Voice

School Design: The purposeful design of schools to ensure that every student is highly engaged in a rigorous, creative and innovative academic curriculum, their learning environment, and powerful applied learning practices aligned to college and careers.

### Section 2: INITIATIVES, CONTEXT, AND CONDITIONS FOR SUCCESS

<table>
<thead>
<tr>
<th>Initiatives</th>
<th>Context</th>
<th>Conditions for Success</th>
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</table>
| Initiative 1: TO KNOW        | Initiative 1 is designed to address Root/Contributing Causes identified through our Comprehensive Needs Assessment (CNA) process. We currently have inconsistent levels of rigorous standards-based instruction taking place in classrooms to meet students’ individual needs in the core content areas. There are varied levels of understanding of how to utilize instructional strategies and resources such as differentiation to address identified target areas and student learning needs. The following is a list of needs and areas of growth that this initiative is designed to address:  
  - Achievement Gaps (High Needs-Low SES, ELL, SpEd)  
  - Student Learning Needs #2-5 (ELA, Math, Science)  
  - WASC Critical Areas #1 and #5 (Standards-based Teaching/Learning/Rigor)  
  - Contributing Causes #1-2  
  - Areas of Growth (Calibration of assessment and grading practices)  
  - Curriculum, Instruction, and/or Assessment (CIA)  
  - Parent Engagement and/or Community Partnerships  
  - Promise 2: Equity  
  - Promise 3: School Design |  
  - An academic coach will need to be assigned to each grade-level to facilitate weekly grade-level PLCs.  
  - All teachers will need to be trained in the following Excellence in Instruction skills:  
    - Active Participation  
    - Teaching to an Objective  
    - Formulating an Objective  
  - Grade-level planning time will need to be provided for teachers. |
| Initiative 2: TO GROW         | Initiative 2 is also designed to address Root/Contributing Causes identified through our Comprehensive Needs Assessment (CNA) process. Currently, there are inconsistent methods for teaching and assessing the GLO indicators within GL clusters. There is a lack of a common definition and strategies to incorporate voice, choice, and agency in the classroom and school, as well as a lack of opportunities for students to practice voice, choice, and agency in the classroom and school. We need to sustain the successful practice of providing teachers with professional development, training, and support. The following is a list of needs and areas of growth that this initiative is designed to address:  
  - Achievement Gaps (High Needs-Low SES, ELL, SpEd)  
  - Student Learning Need #1 (GLOs)  
  - WASC Critical Areas #2 (GLOs) #4 (Student Voice)  
  - Contributing Causes #3-5 |  
  - Assigned faculty meeting time will be needed for schoolwide planning and discussion on the instructing and assessing of GLOs.  
  - Assigned faculty meeting time will be needed for schoolwide planning and discussion on student voice, choice, and agency.  
  - We will need to identify the specific PD to address our needs regarding student voice, choice and agency. |
Initiative 1: TO KNOW

- Student Voice, Choice, Collaboration, and Agency
- Promise 2: Equity
- Promise 3: School Design
- Promise 4: Empowerment

Initiative 2: TO GROW

Initiative 3: TO CARE

At Wilcox, we demonstrate our care for each student by supporting their social emotional wellbeing. This initiative will focus on Social Emotional Learning (SEL) strategies to create safe, positive, and proactive classroom environments. We will also implement a variety of effective classroom management strategies to provide an optimum learning environment for students.

Initiative 3 is designed to address additional Root/Contributing Causes identified through our Comprehensive Needs Assessment (CNA) process. We recognize that we have insufficient student application of the social emotional competencies (self-awareness, self-management, responsible decision-making, relationship skills, and social awareness). We also have varied levels of effective strategies being implemented to support classroom management.

The following is a list of needs and areas of growth that this initiative is designed to address:
- Student Learning Need #6 (SEL)
- WASC Critical Area #3 (Social Emotional Competencies)
- Contributing Causes #6-7
- Safety and Wellness, Social-Emotional Learning, and/or Mental Health
- Parent Engagement and/or Community Partnerships
- Promise 1: Hawaii
- Promise 2: Equity
- Promise 3: School Design

- We will need to provide funding for teachers to develop lessons to promote SEL.
- All new teachers will need to be trained in the Choose Love Program.
- Expectations for SEL will need to be effectively communicated in the beginning of the year for teachers and staff, with reminders given later in the school year.
- A behavioral RTI program needs to be in place prior to the start of the 2020-21 school year in order for us to begin the year on track towards full implementation.
## Section 3: MEASURABLE OUTCOMES AND GOALS

<table>
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<tr>
<th>2020-21</th>
<th>2021-22</th>
<th>2022-23</th>
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### Measurable Outcomes:
- Measurable outcomes for staff and students are listed in Section 4.

### Strive HI Goals for 2020-21:
- ELA proficiency will increase from 54% to 57%, as measured by SBA.
  - ELA high needs achievement gap will decrease from 29 pts. to 27 pts.
  - ELA Median Growth Percentile (MGP) will increase from 39 to 41.
  - 3rd Graders Reading Near, At, or Above Grade Level will increase from 78% to 80%.
- Math proficiency will increase from 48% to 51%, as measured by SBA.
  - Math high needs achievement gap will decrease from 25 pts. to 23 pts.
  - Math Median Growth Percentile (MGP) will increase from 35 to 37.
- Science proficiency will increase from 46% to 49%, as measured by HSA.
- ELL On Track (Growth to Target) will increase from 41% to 44%, as measured by WIDA.
- Chronic Absenteeism will decrease from 7% to 6%, as measured by 15 absences or more.
- School Climate will increase from 72% to 75%, as measured by the Panorama Student Survey.
- Inclusion Rate will increase from 88% to 90%.

### Measurable Outcomes:
- Measurable outcomes for staff and students will be updated annually in Section 4.

### Strive HI Goals for 2021-22:
- ELA proficiency will increase to 60%.
  - ELA high needs achievement gap will decrease to 25 pts.
  - ELA MGP will increase to 43.
  - 3rd Graders Reading Near, At, or Above Grade Level will increase to 82%.
- Math proficiency will increase to 54%.
  - Math high needs achievement gap will decrease from to 21 pts.
  - Math MGP will increase to 39.
- Science proficiency will increase to 52%.
- ELL On Track (Growth to Target) will increase to 47%.
- Chronic Absenteeism will decrease to 5%.
- School Climate will increase to 78%.
- Inclusion Rate will increase to 91%.

### Measurable Outcomes:
- Measurable outcomes for staff and students will be updated annually in Section 4.

### Strive HI Goals for 2022-23:
- ELA proficiency will increase to 63%.
  - ELA high needs achievement gap will decrease to 23 pts.
  - ELA MGP will increase to 45.
  - 3rd Graders Reading Near, At, or Above Grade Level will increase to 84%.
- Math proficiency will increase to 57%.
- Math high needs achievement gap will decrease to 19 pts.
- Math MGP will increase to 41.
- Science proficiency will increase to 55%.
- ELL On Track (Growth to Target) will increase to 50%.
- Chronic Absenteeism will decrease to 4%.
- School Climate will increase to 81%.
- Inclusion Rate will increase to 92%.
## Innovation in Support of the Core: School Design and Student Voice

**FOCUS ON SY 2020-21:** Crosswalk measurable outcomes, enabling activities, budget, and monitoring.

<table>
<thead>
<tr>
<th>Section 4: ENABLING ACTIVITIES, FUNDING, AND MONITORING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baseline Measurements</strong></td>
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<tr>
<td><strong>2018-19 Strive HI Data:</strong></td>
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<tr>
<td>● SBA ELA - 54%</td>
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<tr>
<td>○ ELA Gap - 29 pts</td>
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<tr>
<td>○ ELA MGP - 39</td>
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<tr>
<td>○ 3rd Gr. Reading (Near, On, Above GL) -_%</td>
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<tr>
<td>● SBA Math - 48%</td>
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<tr>
<td>○ Math Gap - 25 pts</td>
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<td>○ Math MGP - 35</td>
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<td>● HSA Science - 46%</td>
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<td>● ELL On Track (Growth to Target) - 41%</td>
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<tr>
<td>● Inclusion Rate - 88%</td>
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<tr>
<td>● Chronic Absenteeism - 7%</td>
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<tr>
<td>● School Climate - 72%</td>
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<tr>
<td><strong>Additional 2018-19 Data:</strong></td>
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<tr>
<td>● Students with 0 Behavior Referrals - 91%</td>
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<tr>
<td><strong>2019-20 Panorama Student Survey Data:</strong></td>
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<tr>
<td>● Pedagogical Effectiveness 88%</td>
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<tr>
<td>● Classroom Climate - 82%</td>
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<tr>
<td>● Classroom Rigorous Expectations - 81%</td>
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<tr>
<td>● Classroom Engagement - 72%</td>
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<tr>
<td>● Classroom Teacher-Student Relationships - 81%</td>
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<td>● School Belonging - 73%</td>
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**Initiative 1: TO KNOW**

<table>
<thead>
<tr>
<th>Initiative 1 Enabling Activity 1</th>
<th>Staff and Student Measurable Outcomes (SY 2020-21)</th>
<th>Initiative #1 School Monitoring Activities</th>
<th>Initiative #1 Complex Monitoring Activities</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EA 1. Standards-based Instruction</strong></td>
<td>Students will be provided with rigorous, standards based instruction utilizing a variety of curriculum and resources to meet their individual needs and support success in meeting the core content standards. (SW1,SW3,SW6,SW7) (WASC CA #1)</td>
<td>All teachers will collaborate during planning days and data teams to develop engaging lessons, quality assessments, and calibrated assessment/grading practices aligned to core content standards.</td>
<td>All teachers will utilize a variety of engaging resources (e.g. Ready Reading, RAZKids, Smarty Ants) and instructional materials (e.g. Mystery Science, Amplify) to support all tiers of instruction in the core content areas, as evidenced through available usage reports.</td>
<td><strong>ART/Leadership</strong> will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data (e.g. usage reports, iReady) and the review of qualitative evidence, when available.</td>
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<tr>
<td><strong>Action Steps:</strong></td>
<td><strong>Student Outcomes</strong></td>
<td><strong>ART/Leadership</strong> will review, analyze, and reflect on the schoolwide Panorama data and Strive HI data as part of the annual CNA process.</td>
<td><strong>Kauai Complex Area</strong> staff will review the school’s Panorama student survey results and Strive HI data, and will collaborate with school leadership to determine what types of support are needed.</td>
<td><strong>Initiative 1 School Monitoring Activities</strong></td>
</tr>
<tr>
<td>a. Administration will provide time during planning days and data teams to collaborate and plan rigorous instruction to meet student needs in the core content standards.</td>
<td>At least 84% of students will respond favorably to Classroom Rigorous Expectations questions on the Panorama survey.</td>
<td><strong>Initiative #1 Complex Monitoring Activities</strong></td>
<td><strong>Source of Funds</strong></td>
<td></td>
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<tr>
<td>b. Administration will provide resources and opportunities for teachers to engage in professional development of the core content areas within and outside of the school day.</td>
<td>At least 75% of students will respond favorably to Classroom Engagement questions on the Panorama survey.</td>
<td><strong>Initiative #1 School Monitoring Activities</strong></td>
<td>$18902/463405</td>
<td></td>
</tr>
<tr>
<td>c. Academic Coaches will facilitate conversations to strengthen teachers’ understanding of core standards and plan for rigorous instruction and assessment during data teams.</td>
<td>Each grade level will meet the identified target percent of students scoring at/above proficiency based on the mid year and end of year iReady ELA and Math diagnostic screeners.</td>
<td><strong>Initiative #1 School Monitoring Activities</strong></td>
<td><strong>B - 3006</strong></td>
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<tr>
<td>d. The Leadership Team will support and monitor implementation of quality tiered instruction in the core content areas.</td>
<td><strong>Initiative #1 School Monitoring Activities</strong></td>
<td>$1,100</td>
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<tr>
<td>e. Teachers will utilize planning time and data teams to discuss and develop engaging lessons, quality assessments, and calibrated assessment/grading practices aligned to core content standards.</td>
<td><strong>Source of Funds</strong></td>
<td>Stepping Stones</td>
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</table>

**Section 4** Initiative 1: TO KNOW

**Source of Funds**

<table>
<thead>
<tr>
<th>Source</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>Wonders Workbooks</td>
<td>$1,100</td>
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<tr>
<td>Ready Reading - Student Book</td>
<td>$7,100</td>
</tr>
<tr>
<td>Ready Math - Practice and Problem Solving and Instruction Student Book</td>
<td>$9,100</td>
</tr>
<tr>
<td>Ready Teacher Toolbox</td>
<td>$1,600</td>
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<tr>
<td>Amplify: Investigation Notebooks</td>
<td>$11,000</td>
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<tr>
<td>Amplify: Replacement Supply for Kits</td>
<td>$5,000</td>
</tr>
<tr>
<td>Smarties Ants for Grades K-2</td>
<td>$9,814</td>
</tr>
<tr>
<td>BrainPop</td>
<td>$2,500</td>
</tr>
<tr>
<td>Amplify PD</td>
<td>$2,500</td>
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</tbody>
</table>
f. Teachers will utilize a variety of engaging resources (e.g. Ready Reading, RAZKids, Smarty Ants) and instructional materials (e.g. Mystery Science, Amplify) to support all tiers of instruction in the core content areas.

g. Students will engage in and complete rigorous tiered learning activities aligned to the core content standards.

h. Parents/families will continue to engage in a variety of events to support student learning through out-reach and workshops.

Summative Goals
- SBA ELA proficiency will increase from 54% in 2018-19 to 57% in 2020-21. (Strive HI)
- SBA Math proficiency will increase from 48% in 2018-19 to 51% in 2020-21. (Strive HI)
- HSA Science proficiency will increase from 46% in 2018-19 to 49% in 2020-21. (Strive HI)

<table>
<thead>
<tr>
<th>Initiative 1 Enabling Activity 2</th>
<th>Staff and Student Outcomes</th>
<th>School Monitoring (con't.)</th>
<th>Complex Monitoring (con't.)</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA 2. Academic Rigor</td>
<td>Staff Outcomes</td>
<td>Included above</td>
<td>Included above</td>
<td>☒ Title I 18935</td>
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<tr>
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<td>• All teachers will utilize student</td>
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<td>B - 3301</td>
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|                                  |                           |                           |                           | $1,162 |
|                                  |                           |                           |                           | $1,100 |
|                                  |                           |                           |                           | $5,109 |
|                                  |                           |                           |                           | $6,432 |
|                                  |                           |                           |                           | $1,400 |
|                                  |                           |                           |                           | $30,505 |
|                                  |                           |                           |                           | $30,505 |
|                                  |                           |                           |                           | $8,550 |

A1 - 2769/2702 NGSS - Semester 1 Grade - Level Training 44 subs x $178.42 $7,850 + $700 fringe @ 8.91% $8,550
A1 - 2769/2702 ELA/Math - Semester 1 Grade - Level Training 44 subs x $178.42 $7,850 + $700 fringe @ 8.91% $8,550
B - 3502 iReady License - schoolwide $19,000
B - 3006 Sunday 1 workbooks (Grades 1 and 2 - 250) and Essentials for (Grades 5) $6,432
B - 3401 Sunday 1 and 2 Teacher Resources $5,109

Title I 18902/463406

CAS Arakaki approved 2020.06.04
Teachers will make informed decisions on the use of various strategies, differentiation resources and supports to provide all students access to the core content standards. (SW1,SW3,SW6,SW7) (WASC CA #1)

Action Steps:

a. Administration will provide job embedded PD/support for all teachers to improve rigorous standards-based teaching and learning in the core content standards (CCSS ELA/Math, NGSS) to address identified Target Areas/student learning needs.

b. The Leadership Team will use data to identify the need for tier 3 levels of support in the other core content areas.

c. Teachers will utilize data to provide multiple means for our students to access the curriculum through differentiation strategies, supports, and interventions (e.g. Jensen, Project Based Learning, Effective Instruction).

d. Teachers will continue to maintain tiered instruction and preserve fluidity in RtI groupings to meet the individual needs of students.

e. Students will access the core content standards through various rigorous instructional strategies, interventions, and curriculum.

f. Parents will participate in various literacy activities to increase their knowledge and understanding of student learning.

- All teachers will implement a variety of instructional strategies and differentiation to provide students with access to the core content standards.
- All teachers will implement tiered instruction and flexible RtI groupings to meet the individual needs of students.

Student Outcomes

- At least 90% of students will respond favorably to Pedagogical Effectiveness questions on the Panorama survey.
- Each grade level will meet the identified target percent of students meeting their growth goal based on the mid year and end of year iReady ELA and Math diagnostic screeners.

Summative Goals

- ELA Gap rate will decrease from 29 pts. in 2018-19 to 27 pts. in 2020-21. (Strive HI)
- Math Gap rate will decrease from 25 pts. in 2018-19 to 23 pts. in 2020-21. (Strive HI)
- Science Gap rate will decrease from 32 pts. in 2018-19 to 29 pts. in 2020-21. (LDS)
### EA 3. General Learner Outcomes

Students will receive instruction, opportunities for practice, and feedback to develop their understanding and competency of the General Learner Outcomes (GLOs).

**WASC CA #2**

**Action Steps:**

a. Administration will provide time for teacher articulation during faculty meetings regarding teaching and grading the GLOs, with an emphasis on Self-Directed Learner and Complex Thinker.

b. Teachers/staff will continue collaborative conversations to develop a deeper understanding of the school's GLO indicators for each GL cluster.

c. Teachers will develop consistent methods for teaching and measuring the GLO indicators within GL clusters, with an emphasis on Self-Directed Learner and Complex Thinker.

d. Teachers will integrate the teaching and grading of Complex Thinker with content area instruction focused on academic rigor.

e. Students will demonstrate understanding and competency of the GLOs.

<table>
<thead>
<tr>
<th>Initiative 2 Enabling Activity 4</th>
<th>Staff Outcomes</th>
<th>School Monitoring (cont'd.)</th>
<th>Complex Monitoring (cont'd.)</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>EA 4. Student Voice, Choice, and Agency</td>
<td>Students will be provided multiple opportunities to express their voice,</td>
<td>All teachers and support staff will know and understand the school's GLO indicators for each GL cluster.</td>
<td>ART/Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data (e.g. quarterly GLO Report Card Grades), and the review of qualitative evidence, when available.</td>
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<td>All teachers will implement consistent methods for instructing and assessing the GLO indicators within GL clusters.</td>
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<td></td>
<td>All teachers will integrate the instructing and grading of Complex Thinker with content area instruction focused on academic rigor.</td>
<td>Kauai Complex Area staff will monitor the school's use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</td>
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<td></td>
<td><strong>Student Outcomes</strong></td>
<td>At least 88% of students will Usually or Consistently demonstrate the attributes of GLO #1 Self-directed Learner. (Report Card Grades)</td>
<td>ART/Leadership will review, analyze, and reflect on the schoolwide Panorama data and Strive HI data as part of the annual CNA process.</td>
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<td>At least 86% of students will Usually or Consistently demonstrate the attributes of GLO #3 Complex Thinker. (Report Card Grades)</td>
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</table>

**Summative Goals**

- SBA ELA proficiency will increase from 54% in 2018-19 to 57% in 2020-21. (Strive HI)
- SBA Math proficiency will increase from 48% in 2018-19 to 51% in 2020-21. (Strive HI)
- HSA Science proficiency will increase from 46% in 2018-19 to 49% in 2020-21. (Strive HI)

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**ART/Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data (e.g. quarterly GLO Report Card Grades), and the review of qualitative evidence, when available.**

**Kauai Complex Area staff will monitor the school’s use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.**

**Kauai Complex Area staff will review the school’s Panorama student survey results and Strive HI data, and will collaborate with school leadership to determine what types of support are needed.**

---

**Initiative 4: Student Voice, Choice, and Agency**

Students will be provided multiple opportunities to express their voice.

**Staff Outcomes**

- Teachers/staff will have a common definition and understanding of student
utilize choice, and exercise agency through a variety of classroom/school activities and discussions. (SW3) (WASC CA #4)

Action Steps:

a. Administration will provide opportunities to develop a common definition and strategies to incorporate voice, choice, and agency in the classroom and school.

b. Admin and teachers/staff will provide opportunities for students to practice voice, choice, and agency in the classroom and school.

c. Students will build confidence to express their voice, utilize choice, and exercise agency through a variety of classroom/school activities and discussions.

<table>
<thead>
<tr>
<th>Initiative 2 Enabling Activity 5</th>
<th>Staff and Student Outcomes</th>
<th>School Monitoring (con't.)</th>
<th>Complex Monitoring (con't.)</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher Growth and Development</strong></td>
<td><strong>Staff Outcomes</strong>&lt;br&gt;Teachers will receive professional development, training, and support. (SW1,SW3)</td>
<td><strong>Student Outcomes</strong>&lt;br&gt;● All teachers will implement strategies and procedures learned in PD/training.</td>
<td>** Included above**</td>
<td>** Included above**</td>
</tr>
</tbody>
</table>

**Student Outcomes**

- At least 75% of students will respond favorably to Classroom Engagement questions on the Panorama survey.
- At least 75% of students will respond favorably to School Belonging questions on the Panorama survey.

**Summative Goals**

- School Climate will increase from 72% in 2018-19 to 75% in 2020-21, as measured by the Panorama student survey. (Strive H1)
### Initiative 1: TO KNOW

- **Action Steps:**
  a. Administration will provide all teachers with professional development as needed.
  b. Academic Coaches and GLCs will provide teachers new to the school and/or profession with curriculum, instruction and operational training.
  c. Academic Coaches will provide new teachers with school designed induction and mentoring support through PLC, classroom visits and individual mentoring.
  d. Teachers will implement strategies and procedures learned in PD/training.
  e. Students will respond favorably to questions on the Panorama Survey.

- **Summative Goals**
  - At least 90% of students will respond favorably to Pedagogical Effectiveness questions on the Panorama survey.
  - School Climate will increase from 72% in 2018-19 to 75% in 2020-21, as measured by the Panorama student survey. (Strive HI)

### Initiative 2: TO GROW

- **Action Steps:**
  a. Administration will provide all teachers with professional development as needed.
  b. Academic Coaches and GLCs will provide teachers new to the school and/or profession with curriculum, instruction and operational training.
  c. Academic Coaches will provide new teachers with school designed induction and mentoring support through PLC, classroom visits and individual mentoring.
  d. Teachers will implement strategies and procedures learned in PD/training.
  e. Students will respond favorably to questions on the Panorama Survey.

- **Summative Goals**
  - At least 90% of students will respond favorably to Pedagogical Effectiveness questions on the Panorama survey.
  - School Climate will increase from 72% in 2018-19 to 75% in 2020-21, as measured by the Panorama student survey. (Strive HI)

### Initiative 3: TO CARE

- **Action Steps:**
  a. Administration will provide all teachers with professional development as needed.
  b. Academic Coaches and GLCs will provide teachers new to the school and/or profession with curriculum, instruction and operational training.
  c. Academic Coaches will provide new teachers with school designed induction and mentoring support through PLC, classroom visits and individual mentoring.
  d. Teachers will implement strategies and procedures learned in PD/training.
  e. Students will respond favorably to questions on the Panorama Survey.

- **Summative Goals**
  - At least 90% of students will respond favorably to Pedagogical Effectiveness questions on the Panorama survey.
  - School Climate will increase from 72% in 2018-19 to 75% in 2020-21, as measured by the Panorama student survey. (Strive HI)
### Initiative 3: TO CARE

<table>
<thead>
<tr>
<th>Initiative 3 Enabling Activity 6</th>
<th>Staff and Student Measurable Outcomes (SY 2020-21)</th>
<th>Initiative #3 School Monitoring Activities</th>
<th>Initiative #3 Complex Monitoring Activities</th>
<th>Source of Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EA 6. Social Emotional Learning</strong></td>
<td>Students will be provided with multiple opportunities to learn, practice, and develop their application of the social emotional competencies (self-awareness, self-management, responsible decision-making, relationship skills, social awareness). (SW1,SW5,SW7) (WASC CA #3)</td>
<td>ART/Leadership will document progress of implementation each semester through the use of the Academic Plan Monitoring Tool, which will include the analysis of formative data (e.g. behavior incident referrals), and the review of qualitative evidence when available.</td>
<td>Kauai Complex Area staff will monitor the school’s use of the Academic Plan Monitoring Tool, which will include the review of formative data and qualitative evidence when available.</td>
<td>☒ WSF 42101 A1 - 2744 PCNC 17 hrs per wk x 40 wks = 680 hrs x $22.43 $15,253</td>
</tr>
<tr>
<td><strong>Action Steps:</strong></td>
<td></td>
<td></td>
<td></td>
<td>☒ Title I 18902 B - 3006 Supplies for SEL activities $1,655</td>
</tr>
<tr>
<td>a. Leadership will continue to integrate components of the HA framework as it relates to our Hawaiian Values and PBIS initiatives, and will continue to utilize our Choose Love curriculum.</td>
<td></td>
<td></td>
<td></td>
<td>18902/463408 B - 4804 Schools of the Future conference - 6 attendees (air, car, per diem, registration, parking) $7,000</td>
</tr>
<tr>
<td>b. The SEL committee will continue to create opportunities for students to improve their social emotional competencies.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>c. Teachers will imbed a variety of SEL strategies in their classroom lessons/activities (e.g. HA, Hawaiian Values, PBIS, Jensen), and will implement the Choose Love curriculum to teach the social-emotional competencies.</td>
<td></td>
<td></td>
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<tr>
<td>d. Students will demonstrate the social and emotional competencies in all environments.</td>
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<tr>
<td>e. Families will be invited to participate in SEL activities (e.g. Healthy Keiki Fair, Painting of SEL messages).</td>
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</table>

### Staff Outcomes
- The SEL committee will create at least three (3) opportunities for students to improve their social emotional competencies.
- All teachers will imbed a variety of SEL strategies in their classroom lessons/activities.
- All teachers will implement the Choose Love curriculum to teach the social-emotional competencies.

### Student Outcomes
- At least 84% of students will respond favorably to Classroom Climate questions on the Panorama survey.
- At least 83% of students will respond favorably to Teacher-Student Relationships questions on the Panorama survey.

### Summative Goals
- School Climate will increase from 72% in 2018-19 to 75% in 2020-21, as measured by the Panorama student survey. (Strive HI)

### Source of Funds

<table>
<thead>
<tr>
<th>Initiative 3 Enabling Activity 7</th>
<th>Staff and Student Outcomes</th>
<th>School Monitoring (con't.)</th>
<th>Complex Monitoring (con't.)</th>
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</table>

*All of our Enabling Activities are Yearlong*
### EA 7. Behavioral Response to Intervention

A variety of effective classroom management strategies will be implemented to provide an optimum learning environment for students.

**Action Steps:**

- **Leadership will provide differentiated PD on classroom management strategies (e.g. Skills of Independence) and will continue to develop a clear, transparent system of support for students with behavioral needs.**

- **Teachers will implement a variety of effective strategies to support their classroom management (e.g. Skills of Independence).**

- **Students will demonstrate appropriate positive behaviors.**

<table>
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<td>- Leadership and teachers/staff will implement a clear, transparent system of support for students with behavioral needs.</td>
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<td>- All teachers will implement a variety of effective strategies to create and maintain positive classroom management.</td>
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- **Leadership and teachers/staff will implement a clear, transparent system of support for students with behavioral needs.**

- **All teachers will implement a variety of effective strategies to create and maintain positive classroom management.**

- **Students will demonstrate appropriate positive behaviors.**
Pipeline of Emerging Ideas: Pilot Projects and Design Thinking

When HIDOE references innovation and emerging ideas, the Department is responding to important mindsets that embrace new ideas, replace dated practices, and strive for better solutions. Therefore, the Learning Organization must be prepared to uphold innovative learning environments that elevate a school’s collective work, expand capacity to improve, and continuously advance student learning. The HIDOE 2030 Promise Plan will be drafted to help school communities open conversations about the Pipeline of Emerging Ideas.

Section 5: PIPELINE OF EMERGING IDEAS

<table>
<thead>
<tr>
<th>School Ideas for Innovation and Pilot Projects</th>
<th>Conditions for Success</th>
</tr>
</thead>
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<tr>
<td>At Wilcox Elementary School, we believe in teaching the whole child. We know that our students would thrive with additional opportunities to explore, create, and innovate. To achieve this, we would like to have additional positions for PE, STEM, and Computer Science. This additional personnel would help to ensure our students are provided with a comprehensive, well-rounded educational program.</td>
<td>• We would need additional funding for the PE, STEM, Computer Science and Reading Resource Teacher positions.</td>
</tr>
<tr>
<td>❑ Currently we have one PE teacher to provide physical education for approximately 800 students. An additional PE teacher will provide more physical activity and skills to our students.</td>
<td>• We would need qualified applicants for each position.</td>
</tr>
<tr>
<td>❑ Currently we have one STEM teacher to provide STEM lessons and activities to approximately 800 students. An additional STEM teacher will provide more opportunity for students to learn about STEM and participate in STEM lessons and activities.</td>
<td>• We would need to adjust our schedule to accommodate the additional program services.</td>
</tr>
<tr>
<td>❑ We currently do not have a computer science teacher. For most students, computer science is embedded in their core subject areas. A computer science teacher will be able to provide students with a more in depth understanding of technology and how to utilize technology for different purposes.</td>
<td>• We would need the additional staff to collaborate with classroom teachers in the best interest of all students and to help scale effective strategies schoolwide.</td>
</tr>
<tr>
<td>We would also like to have a Reading Resource Teacher position to assist with students needing extra support in reading and literacy. This additional staff member would focus on meeting the needs of our identified Tier 3 students and others with a specific deficit in reading.</td>
<td></td>
</tr>
</tbody>
</table>

We would need additional funding for the PE, STEM, Computer Science and Reading Resource Teacher positions.

We would need qualified applicants for each position.

We would need to adjust our schedule to accommodate the additional program services.

We would need the additional staff to collaborate with classroom teachers in the best interest of all students and to help scale effective strategies schoolwide.
FYI - yes, I approved Wilcox Elementary's academic plan for SY 20-21. Mahalo!

---------- Forwarded message ----------
From: Bill Arakaki <bill.arakaki@k12.hi.us>
Date: Fri, Jun 5, 2020 at 6:08 AM
Subject: Re: Wilcox AcFinPlan Ready for CAS Approval
To: Gail Nakaahiki <gail.nakaahiki@k12.hi.us>
Cc: Corey Nakamura <Corey.Nakamura@k12.hi.us>

Aloha All,

Upon review of the SY 20-21 Academic Plan for Wilcox Elementary School, I am approving as of Friday, June 5. Mahalo!

On Thu, Jun 4, 2020 at 9:59 PM Gail Nakaahiki <gail.nakaahiki@k12.hi.us> wrote:

Hi ... attaching Wicox Academic Plan for your review. Please log onto eHR to approve the FinPlan. Carrie will be submitting to you the FRF to approve. Thank you.

--
Gail Nakaahiki
Kauai Complex Area Business Manager
3060 Eiwa Street Room 301
Lihue, Hawaii 96766
808-274-3500
gail.nakaahiki@k12.hi.us

This email was scanned by the Cisco IronPort Email Security System contracted by the Hawaii Dept of Education. If you receive suspicious/phish email, forward a copy to phishing-report@k12.hi.us. This helps us monitor suspicious/phish email getting thru. You will not receive a response, but rest assured the information received will help to build additional protection.

--
William N. Arakaki
Kauai Complex Area Superintendent

Office: 808-274-3502
FAX: 808-275-3508
3060 Eiwa Street, Rm 305
Lihue, Hawaii 96766

Follow me on Twitter: @CASArakaki

KCA Mission: "Kauai Complex Area empowers and guides schools to inspire and educate children to become adaptive, innovative, contributing members of their community"

Motto: "We Care for and prepare All Students for Careers, College, and Citizenship in the 21st Century"

"Try not to be a person of success but rather try to be a person of value." "Only a life lived for others is a life worthwhile." Albert Einstein

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--
William N. Arakaki
Kauai Complex Area Superintendent

Office: 808-274-3502
FAX: 808-275-3508
3060 Eiwa Street, Rm 305
Lihue, Hawaii 96766

Follow me on Twitter: @CASArakaki

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